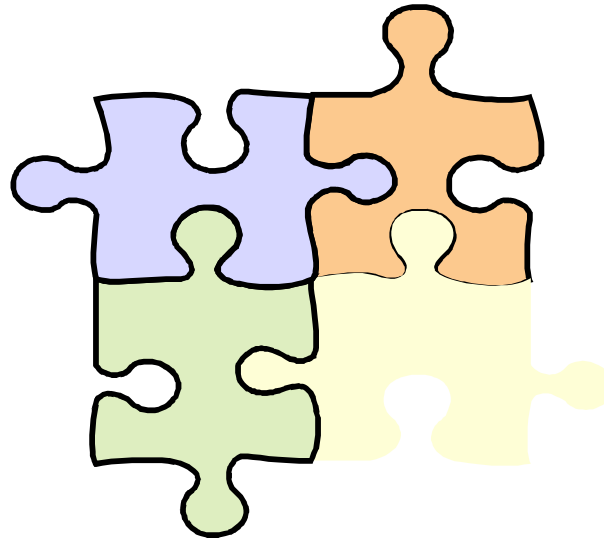


**Field Review of
Proposed Single Subject Subject-Matter
Program Standards
In Music**



**Survey
January 2004**

Introduction

Your response to this survey will inform the California Commission on Teacher Credentialing's field review of proposed new standards of program quality and effectiveness for Single Subject Subject-Matter Programs. These programs for prospective teachers offer one pathway to demonstrate competency in a subject area. In addition to subject matter competency described in these requirements and standards, prospective single subject teachers must also complete an approved program of pedagogical preparation that focuses on the knowledge, skills and abilities associated with a departmentalized teaching assignment. The pedagogical preparation for teachers has a separate set of requirements and standards that are not under review here.

Individuals holding a Single Subject Teaching Credential may teach in a specific subject area in departmentalized classes in grades K-12. Departmentalized classes are those in which a teacher teaches one subject to a class of students and are typically offered in high schools and middle or junior high schools.

It is the responsibility of the Commission to ensure that each prospective teacher experiences a high quality preparation program. The Commission does this by adopting standards of program quality and effectiveness that assure consistency across all approved programs in all subject areas. This set of draft standards for single subject programs is divided into two sections, Standards Common to All and Standards for Programs in Music.

The Draft Standards Common to All address program qualities that are consistent across all subject areas. The proposed standards are:

- Draft Standard 1: Program Philosophy
- Draft Standard 2: Technology
- Draft Standard 3: Diversity and Equity
- Draft Standard 4: Coordination
- Draft Standard 5: Advisement and Support
- Draft Standard 6: Assessment of Subject Matter Competence
- Draft Standard 7: Program Review and Evaluation
- Draft Standard 8: Literacy
- Draft Standard 9: Early Field Experiences
- Draft Standard 10: Varied Teaching Strategies

The Draft Standards for Programs in Music are:

- Draft Standard 11: Artistic Perception
- Draft Standard 12: Creative Expression

Draft Standard 13: Historical and Cultural Foundations
 Draft Standard 14: Aesthetic Valuing
 Draft Standard 15: Connections, Relationships and Applications
 Draft Standard 16: Music Methodology and Repertoire

Each standard includes the standard statement and required elements. The required elements provide further description and explanation of the concepts addressed in the standard statement. Program sponsors will be expected to address the standard as a whole and each required element.

General Directions

The survey questions are designed to find out how important you and other educators think the proposed standards and their required elements are in the preparation of effective single subject teachers. Survey results will be used to revise the draft standards and develop a final set of standards for recommendation to the Commission for adoption. Once adopted, each prospective program sponsor in a single subject area will be required to prepare a written response to the new standards.

You will be asked to rate the importance of each program standard statement and each required element in relation to the effective preparation of prospective teachers. You will also be asked whether any program elements are missing and will be provided space to suggest additional elements or topics to be addressed in the standard. Finally, you will be asked whether this draft set of subject matter program standards considered as a whole address all the elements necessary for a program to prepare effective teachers of music. Please answer the survey questions based on your own experiences.

Background Information

1. Are you currently working in a K-12 or an IHE organization? Yes <input type="radio"/> GO to Question 2 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.	2. Are you currently, or have you recently (last 3-5 years) been working with the area of music? Yes <input type="radio"/> GO to Question 3 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.	3. Are you familiar with the K-12 student academic content standards in music? Yes <input type="radio"/> GO to Question 4 No <input type="radio"/> STOP! You do not have to answer any more questions. Please discard this survey.
4. Name: 	5. Position: 	6: May we contact you for further information? Telephone: (____)-____-_____ Fax: (____)-____-_____ Email: _____

The ten Standards Common to All are provided here for background information only. They have already been approved and adopted by the Commission for all single subjects. It is not necessary to respond to these standards.

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.

- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.

- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Draft Single Subject Program Standards for Music

These are new draft standards for which the Commission would appreciate your response as indicated on the following survey.

Standard 11: Artistic Perception: Aural Musicianship, Written Theory and Analysis

Standard 12: Creative Expression: Instrumental and Vocal Proficiency, Keyboard Skills, Sight Singing, Sight Reading, Conducting, Composing and Arranging, and Improvising

Standard 13: Historical and Cultural Foundations

Standard 14: Aesthetic Valuing

Standard 15: Connections, Relations, and Applications

Standard 16: Music Methodology and Repertoire

Single Subject Draft Program Standards for Music	11.0 How important are these program characteristics for preparing effective teachers of music?			
Draft Standard 11: Required Subject of Study	Essential	Important	Somewhat Important	Not Important
Prospective teachers in the program possess highly developed aural musicianship and aural analysis skills, and have acquired knowledge of written music theory and analysis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.1 The program develops aural musicianship skills, including error detection in musical performances and transcription of musical excerpts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2 Prospective teachers in the program analyze and describe form, style, expressive elements and cultural elements in Western and non-Western music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3 The program prepares prospective teachers to read and notate music at an advanced level, including the ability to read full instrumental and choral scores and non-standard notation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.4 The program prepares prospective teachers to understand techniques of orchestration and to have facility in transposition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.5 The program prepares prospective teachers to analyze and identify musical forms and styles, compositional devices, harmonic progressions, and cadences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective music teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add? 				

Single Subject Draft Program Standards for Music	12.0 How important are these program characteristics for preparing effective teachers of Music?			
Draft Standard 12: Creative Expression	Essential	Important	Somewhat Important	Not Important
Prospective teachers in the program perform expressively and skillfully on a primary instrument or voice and demonstrate basic proficiency in keyboard skills. Prospective teachers also demonstrate understanding of and skill in conducting techniques. Prospective teachers are able to sight sing, sight read, improvise, compose and arrange music.	O	O	O	O
12.1 Prospective teachers in the program perform on a primary instrument or voice with appropriate expression and excellent musicianship and technical skill.	O	O	O	O
12.2 The program prepares prospective teachers to demonstrate functional proficiency on keyboard.	O	O	O	O
12.3 The program prepares prospective teachers to demonstrate basic proficiency in sight singing and sight reading.	O	O	O	O
12.4 The program prepares prospective teachers to understand and demonstrate expressively and skillfully a thorough knowledge of conducting techniques including analysis, interpretation, and identification of potential performance issues in a musical score.	O	O	O	O
12.5 Prospective teachers in the program understand and apply compositional techniques and textures.	O	O	O	O
12.6 Prospective teachers in the program understand and demonstrate the ability to arrange music for voices and various acoustic or digital/electronic instruments.	O	O	O	O
12.7 Prospective teachers in the program are able to harmonize melodies and create melodic and rhythmic compositions given specific parameters.	O	O	O	O
12.8 Prospective teachers in the program are able to improvise on a primary instrument or voice, and are able to improvise an accompaniment on keyboard.	O	O	O	O

Single Subject Draft Program Standards for Music

12.9 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective music teachers? *(Please fill in Yes or No)*

☐ Yes ☐ No

If YES, which would you add?

Single Subject Draft Program Standards for Music	13.0 How important are these program elements for preparing effective teachers of music?			
Draft Standard 13: Historical and Cultural Foundations	Essential	Important	Somewhat Important	Not Important
Prospective teachers in the program demonstrate wide knowledge of Western and selected non-Western music, and apply this knowledge to the analysis of music.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prospective teachers in the program:				
13.1 Identify and describe stylistic differences of music from various cultures and historical periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.2 Analyze musical works from various cultures and historical periods in terms of context, elements of music, and unique features.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.3 Understand the roles of musicians and composers in diverse cultures and historical periods and how music reflects social functions, changing ideas and cultural values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.4 Demonstrate knowledge of instruments from a variety of cultures and historical periods.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.5 Identify influences of diverse cultural and ethnic groups on music in California and the United States.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.6 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective music teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Single Subject Draft Program Standards for Music	14.0 How important are these program elements for preparing effective teachers of music?			
Draft Standard 14: Aesthetic Valuing	Essential	Important	Somewhat Important	Not Important
The subject matter program develops an understanding of aesthetic valuing in music in a cultural context. Prospective teachers have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, and critique music and music performances, including their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provide prospective teachers with:				
14.1 A variety of appropriate strategies for assessing their own musical performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.2 The knowledge to evaluate the quality of musical performances, compositions and arrangements through the study of exemplary models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.3 The program provides prospective teachers with strategies for analyzing and explaining how people use, give meaning to, and respond to music their own cultures.				
14.4 The program provides prospective teachers with strategies for comparing and contrasting the expressive characteristics in music of various cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.5 Are there any critical characteristics of program quality missing from the above standard that are important in a program that will prepare effective music teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Single Subject Draft Program Standards for Music	16.0 How important are these program elements for preparing effective teachers of music?			
Draft Standard 16: Music Teaching and Learning	Essential	Important	Somewhat Important	Not Important
The study and application of techniques for learning music in general, instrumental and choral music classes are integral components of each prospective teacher's program of study. The program develops familiarity with a broad range of repertoire and literature and the criteria to evaluate those materials for specific educational purposes. Prospective teachers develop various strategies for planning and assessing music learning in general music and performance classes. They also develop familiarity with the broad range of technology and with copyright laws.	O	O	O	O
16.1 The program provides students with the fundamental knowledge of various music learning approaches (e.g., Orloff Schuwert, Dalcroze, Kodaly, Suzuki, and Gordon Music Learning Theory). It includes techniques to develop aural perception skills to read and interpret music. Additionally, they are able to show the rhythm and expressive nuances of music through movement.	O	O	O	O
16.2 Prospective teachers will demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar and percussion.	O	O	O	O
16.3 Prospective teachers will demonstrate knowledge of basic instrumental and choral methodology and ensemble rehearsal techniques (to include performing, conducting, composing and improvising).	O	O	O	O
16.4 Prospective teachers will demonstrate knowledge of appropriate uses of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances in music learning.	O	O	O	O
16.5 Prospective teachers will demonstrate knowledge of specialized music evaluation tools including portfolio, video taping, audio taping, adjudication forms and rubrics.	O	O	O	O
16.6 Prospective teachers will identify strategies for sequencing music activities and understand how music activities relate to student content standards.	O	O	O	O
16.7 Prospective teachers understand the uses of technology as a tool in creating, listening to and studying music (e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI and other digital/electronic technologies).	O	O	O	O
16.8 Prospective teachers acquire an understanding of the developmental stages of learning in relation to music learning.	O	O	O	O
16.9 Prospective teachers develop an understanding of strategies for facilitating equity, access, accommodation, and adaptation in the learning of music.	O	O	O	O

16.10 Prospective teachers know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods taking into account sequential factors, developmental levels, and community and school settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.11 Prospective teachers demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.12 Prospective teachers know and apply criteria for selection of music repertoire and literature to make connections and relationships with other curricular subjects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.13 Prospective teachers know copyright laws and legal consequences as they apply to a school music program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.14 Are there any necessary characteristics of program quality that are missing from the above standard that are needed in order to provide a program that will prepare effective music teachers? <i>(Please fill in Yes or No)</i> <input type="radio"/> Yes <input type="radio"/> No If YES, which would you add?				

Single Subject Draft Program Standards for Music

Overall Program Standards

Please judge the extent to which the full set of subject matter program standards described in this survey encompass the program elements that are necessary to prepare an effective music teacher by answering the questions below.

If you think the full set of program standards cover all of the critical program elements that are necessary to prepare effective music teachers, write 100 in the space provided in Question a. If you think the program standards cover **none** of the program elements that are necessary to prepare an effective music teacher, write 0 in the space provided. If you think the program standards cover **some, but not all**, of the program elements, write a number from 1 to 99 to reflect the proportion of the single subject program in music that *are covered* by these program standards.

a. Taken **as a whole**, what percentage of the program elements needed to prepare effective music teachers is covered by **the full set** of program standards?

b. If less than 100% in Question a, please identify any critical program elements that are missing from the program standards. *(It is not necessary to repeat missing elements you mentioned in previous responses.)*

